Special Education Monitoring
File Sample Selection

*PEA:*_____

Number of special education students	Less than 10	11–100	101–250	251–500	501 or more
Number of eligible student files	All	10–15	15–25	25–35	35–50
Number of files of students found not eligible*	2	2	5	8	12

1. Minimum of _____ files.

2. Minimum of 2 files from each building.

3. At least **50% of files are initial placements** within the last 365 days**,** if available.

4. Minimum of 2 files for every disability category PEA is serving; can be from different buildings. Include some from self-contained setting, resource setting, and regular education setting.

5. Minimum of _____ files of English Language Learners (EL), if available.

6. Minimum of _____ preschool files: ___ PSD, ___ PMD, ___ PSL, ___VI, ___HI.

7. Minimum of _____ files of 16-year-olds.

8. Minimum of _____ files for out-of-district placements (ASDB, day treatment, and residential placement).

9. Minimum of _____ of students phased out of special education services, if applicable.

10. Minimum of _____ files of students who have been suspended, expelled, or moved to an IAES for longer than 10 days, if applicable.

11. Minimum of _____ files of students who have graduated.

12. Minimum of _____ files of student's initially evaluated and found to be not eligible.

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Additional items needed for monitoring:

1. List of student files to be reviewed. Please complete the attached form or download the form from www.ade.az.gov/ess/.

2. Copy of IDEA Monitoring Manual (received during current school year).

3. Guide Steps for each team member, including a copy of the forms.

4. Information regarding the status of any complaints, due process findings, audit findings or corrective actions against the PEA since the last monitoring.

5. Copy of current census.

6. Copy of 45-day screening form.

7. Documentation of a system of referral to AzEIP/preschools.

8. Hearing and vision screenings, if not in selected student files.

9. Home Language Survey, if not in selected student files.

10. Current progress reports, if not in selected student files.

11. Copy of Language Proficiency Assessment or EL file for selected English Language Learners.

12. Flipchart with marking pens.

13. Access to a computer with ADOBE Reader installed, to enter data and print forms.

General Background Information

To be gathered at least four weeks prior to the on-site visit by the lead monitor. Collect information from the special education director or contact person during an on-site visit, by email, or phone.

LEA:_____Contact Person:_____ Phone: _____

1. Identify the work hours for building(s) and PEA staff.
2. Review tentative agenda for on-site visit. Inform the PEA when the agenda will be sent to them.
3. Discuss the purpose of building visits (verification of child find, classroom observations, and IEP team interviews).
4. Discuss the purpose, timing, and attendance at the exit conference. Is there flexibility in the time? Who will probably want to attend? (Purpose: general overview lasting approximately one hour.)
5. Identify the approximate percentage of special education students and parents whose primary language is non-English. Determine the number of special education EL students.
6. Identify any areas, programs, etc., the PEA would like to have reviewed during the monitoring. (Mention that time could limit the team's ability to follow-up on all issues.)
7. Identify approximately how many students are in the PEA and how many special education students are in the PEA.
8. Ask for the number of schools, special education teachers, psychologists, related service providers, and principals.
9. Make arrangements for a work area for the monitoring team with adequate table space. Discuss the need to maintain confidentiality of records and to have all required documents available on the first day of monitoring (student files, results of current hearing screening, Home Language surveys, current progress reports, etc.).
10. Ask about computer and printer availability and other technical supports needed during monitoring.
11. Ask about availability of clerical staff for the purpose of data entry.
12. Complete the information sheet regarding surveys to be mailed to the school; submit this information to the monitoring coordinator.

The following matrix may be used to assist in determining the sample to be selected for the monitoring.

Service Delivery Options	A	ED	EDP	OI	MD	MDSSI	MIMR	MOMR	SMR	OHI	TBI	HI	VI	SLD	SLI	PSL	PMD	PSD
Regular class with supplementary aids/service																		
Regular class with itinerant instruction																		
Special class resource room																		
Cross-categorical resource room																		
Self-contained class																		
Cross-categorical - S/C																		
LEA-operated special school																		
Tuitioned to other public school																		
Co-op or county program																		
Private day school																		
Private residential																		
Homebound/hospitalized/institution																		
ASDB/PDSD																		